

MontCAS, Phase 2 CRT-Alternate

School: Washington Intermediate
System: Washington Public Schools
Grade: 04
Spring 2004

Reading

School Summary Report

I. Distribution of scores

Perf. Level	Scores	School			System			State		
		N	% of Students	% of Students in Cat.	N	% of Students	% of Students in Cat.	N	% of Students	% of Students in Cat.
Advanced	294-300	0	0	0	0	0	0	0	0	36
	288-293	0	0		0	0		0	0	
	281-287	0	0		0	0		0	0	
	275-280	0	0		0	0		7	8	
	268-274	0	0		0	0		23	28	
Proficient	264-267	0	0	0	0	0	0	16	19	36
	261-263	0	0		0	0		3	4	
	257-260	0	0		0	0		0	0	
	254-256	0	0		0	0		5	6	
	250-253	0	0		0	0		0	0	
Nearing Proficiency	245-249	0	0	100	0	0	100	4	5	19
	240-244	0	0		0	0		4	5	
	235-239	0	0		0	0		4	5	
	230-234	1	100		1	100		5	6	
	225-229	0	0		0	0		1	1	
Novice	220-224	0	0	0	0	0	0	2	2	8
	215-219	0	0		0	0		1	1	
	210-214	0	0		0	0		1	1	
	205-209	0	0		0	0		0	0	
	200-204	0	0		0	0		3	4	

II. Subtest results

Reading	Points Possible	Average Points Earned		
		System	State	
*Total Points	92	35	35	67
1. Students construct meaning from text, interpret, and respond to what they read	44	33	33	37
2. Students use a range of reading strategies	40	1	1	25
3. Students set goals for reading and evaluate their reading progress	This standard is not measurable in a statewide assessment.			
4. Students select, read, and respond to print and nonprint material for a variety of purposes	4	--	--	--
5. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences	4	--	--	--

--There were too few score points to report on this standard, or no items on the test measured this standard.

CRT-Alternate Performance Level Descriptors

Advanced (268-300)

The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content specific performance indicators.

Proficient (250-267)

The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.

Nearing Proficiency (225-249)

The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content specific performance indicators.

Novice (200-224)

The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content specific performance indicators.

*The sum of the points for each standard may exceed the total points, as some items correlate with more than one standard.

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III. Results for Subgroups of Students

Reporting category	School					System					State				
	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A
All Students	1	*	*	*	*	1	*	*	*	*	83	*	*	36	36
Gender															
Male	0	*	*	*	*	0	*	*	*	*	56	18	43	30	
Female	1	*	*	*	*	1	*	*	*	*	27	22	22	48	
Ethnicity															
American Indian	0	*	*	*	*	0	*	*	*	*	15	31	23		
Asian	0	*	*	*	*	0	*	*	*	*	*	*	*	*	*
Black or African American	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Hispanic	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
White	1	*	*	*	*			*	*	*	69	7	17	36	39
Significant Cognitive Disability	1	*	*	*	*	1	*	*	*	*	76	9	21	38	32
Students with a 504 Plan	0	*	*	*	*		*	*	*	*	0	*	*	*	*
Title I (optional)	0	*	*	*	*		*	*	*	*	0	*	*	*	*
Tested with Standard Accommodation	0	*	*	*	*	0	*	*	*	*	12	8	17	8	67
Tested with Non-Standard Accommodation	0	*	*	*	*	0	*	*	*	*	1	*	*	*	*
Alternate Assessment		*	*	*	*	1	*	*	*	*	83	8	19	36	36
Migrant		*	*	*	*	0	*	*	*	*	0	*	*	*	*
Gifted/Talented	0	*	*	*	*	0	*	*	*	*	0	*	*	*	*
LEP/ELL	0	*	*	*	*	0	*	*	*	*	3	*	*	*	*
Free/Reduced Lunch	0	*	*	*	*	0	*	*	*	*	41	10	12	37	41

* Less than ten (10) students were assessed.